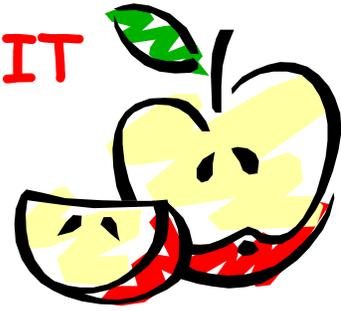


GET SMART WITH FRUIT



THEME: Balance Your Day with Food and Play

NUTRITIONAL FOCUS: Apples and Fruit

GRADE LEVEL: 1

OBJECTIVES:

1. Students will gain an understanding of the *Dietary Guidelines for Americans* and the *Food Guide Pyramid* by reading a selection, class discussion, and completing activities.
2. Students will gain an understanding of plants and plant parts by listening to a story, class discussion, and completing activities.
3. Students will demonstrate comprehension of textual reading by solving problems and illustrating the content.
4. Students will become more proficient in writing by learning about descriptive words and writing sentences.
5. Students will enjoy learning about fruit and the “Fruit Group” by listening to a story, playing games, singing, drawing, and completing activities.
6. Students will gain an understanding of economic concepts by class discussion and completing activities.
7. Students will apply mathematical skills by playing a card game, and completing activities.
8. Students will enjoy physical activity by playing a game.
9. Students will choose to make smart decisions, which include fruit and physical activity as part of their day as a result of the unit of study.

CURRICULUM CONNECTION: Art, Economics, Health, Math, Music, Physical Education, Reading, Science, and Writing

Algebra Standards

The student will:

1. use the concepts of equal to, greater than, and less than to compare numbers and sets.
4. use +, -, and = symbols to write number sentences and solve problems.
9. given a set of objects determine all the ways to divide a set of objects into equal groups.

Economics Standards

The student will:

1. describe the differences between human resources, natural resources, and capital resources.
2. explain the differences between goods and services.

Fine Arts Standards

The student will:

Music— Standard One: Students will use the performance of music as a means for creative expression and communication.

Visual Arts— Standard One: Students will understand and use visual arts as a means for creative self-expression and interpersonal communication.

Health Education Standards

Standard Three: Students will understand the benefits of practicing health-enhancing behaviors, which reduce health risks.

Listening and Viewing Standards

The student will:

2. recognize and demonstrate the importance of focusing on the speaker when listening.
12. restate information in a sequence similar to how it was presented.

Measurement Standards

The student will:

2. use specific units of measure to explore length, weight, volume, and temperature.

Number Sense Standards

The student will:

4. classify and model numbers as even or odd.

Patterns, Relations, and Functions Standards

The student will:

1. sort and classify objects according to one or more attributes.
2. identify like and unlike attributes of objects in a given group.
5. find patterns or relations in data organized in table or charts to determine what should come next.

Physical Education Standards

Standard Four: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Indicator 2: Students will value and maximize the contributions and potential of each individual in group activities.

Standard Five: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

Indicator 1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.

Reading Standards:

The student will:

2. use knowledge of basic capitalization and punctuation when reading.
8. explain the sequence of events in familiar stories.
9. identify patterns of rhyming words and repeated phrases in various texts.
10. explain what authors and illustrators do.
12. explore a variety of worthy literacy and narrative works.

Science Standards

The student will:

2. classify plants according to parts.

Speaking Standards

The student will:

1. tell/retell stories in a logical order or sequence.

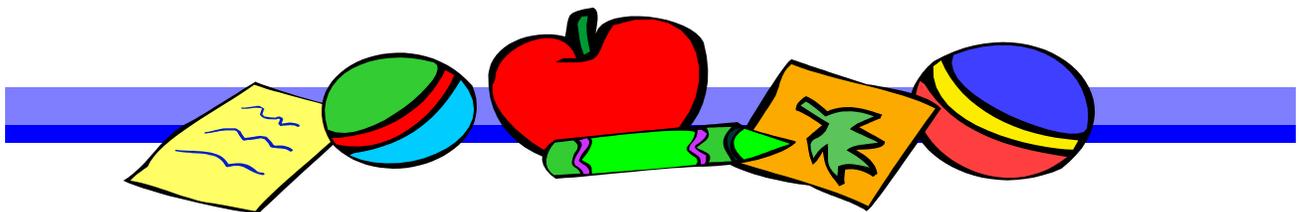
Writing Standards

The student will:

1. write complete sentences for a specific purpose.
4. begin sentences with capital letters and use ending punctuation in final copies.
5. use descriptive words and a variety of sentence types when writing about people, place, things, and events.

MATERIALS NEEDED:

- Parent Letter (included in lesson)
- 8 sheets of heavyweight, colored paper of one color
- 4 large manila envelopes
- *Fruit Cards* (pattern included in lesson)
- Six varieties of whole-fresh fruit
- Six small paper sacks
- Student Handout *Food Guide Pyramid* (included in lesson)
- *Blueberries for Sal* by Robert McCloskey
- Student Handout *Fruit Song* (included in lesson)
- Student Handout *Find the Fruit* (included in lesson)
- Student Handout *Boxing Up Fruit* (included in lesson)
- Homework Help #1 *Describing Words* (included in lesson)
- Student Handout *Variety of Writing* (included in lesson)
- *The Giving Tree* by Shel Silverstein (to be read aloud)
- Student Handout *The Giving Tree Order* (included in lesson)
- Fruit slicer/corer
- Eight apples
- Two colors of tempera paint
- Student Handouts for *Get Smart with Apples* booklet (included in lesson)
- Scissors
- Stapler
- Crayons
- Assortment of spices, which includes cinnamon
- Student Handout *Making Applesauce* (included in lesson)
- Tape player to provide music for game
- Parent Survey (included in lesson)



BACKGROUND INFORMATION:

Economics Vocabulary

capital resources — goods made by people and used to produce other goods and services

goods — objects that can satisfy people's wants

human resources — human effort; labor

natural resource — a gift of nature

services — activities that can satisfy people's wants

The *Dietary Guidelines for Americans* recommend letting the *Food Guide Pyramid* guide your food choices. Different foods contain different nutrients and other healthful substances. No single food can supply all the nutrients in the amounts you need. To make sure you get all the nutrients and other substances you need for good health, build a healthy base by using the *Food Guide Pyramid*. Choose the recommended number of daily servings from each of the five major food groups.

Choose a variety of foods for good nutrition. Since foods within most food groups differ in their content of nutrients and other beneficial substances, choosing a variety helps you get all the nutrients and fiber you need. It can also help keep your meals interesting from day to day.

The *Dietary Guidelines for Americans* recommend using plant foods as the foundation for meals. Fruits are plant foods and are key parts of the diet. Fruits are a key part of the daily diet. Eating plenty of fruit may help protect the body against many diseases. Fruit provides essential vitamins and minerals, fiber, and other substances that are important to good health. Most people eat fewer servings of fruit than are recommended by the *Food Guide Pyramid*. The *Food Guide Pyramid* recommends from two to four servings of fruit each day and identifies a serving in three different ways: one medium-size fresh fruit or ½ cup of chopped, cooked, or canned fruit **or** ¾ cup of fruit juice. Juice should be chosen less often because it does not contain the fiber that is in fruit.

It is important to balance your day with food and play. Healthy eating habits and physical activity work together for better health. Making healthy food choices helps kids to grow, develop, and be ready to learn. Being physically active is fun and helps you feel good, too!

PROCEDURES:

1. Prepare for the class ahead of time by making Fruit Cards. Copy the Fruit Cards on heavyweight, colored paper of one color. Make four complete sets of the word cards, to be used in group activities. Cut each set apart and place each set of cards in a large manila envelope. (There will be twenty cards in each envelope.)
2. Send home the *Parent Letter* to inform parents of the *Get Smart with Fruit* unit of study.
3. To introduce the unit, play a guessing game based on the sense of touch. To play the game, have a different kind of whole fresh fruit in each of six small bags. Call on a student to reach into a bag and feel the fruit. Based on the sense of touch, the student should give the class a one word clue that describes what is felt. Instructions should be given to think about the size, texture, and shape of the fruit as descriptions are given.

4. The class will be given the opportunity to guess the name of the fruit in the bag after each clue is given. Take turns feeling of the fruit in the bag and providing word clues. The guessing game will continue until the names of all the fruits in the bags are guessed correctly.
5. Share the Background Information with the class.
6. Provide a *Food Guide Pyramid* to students. Discuss the “Fruit Group” of the *Food Guide Pyramid*. Tell the class that they will be studying about this food group to learn how fruits can be a part of a balanced diet.
7. Discuss different kinds of fruit. Allow students to name familiar fruits. Challenge students to recall different kinds of fruit served in the cafeteria.
8. Discuss how all fruits come from plants but they grow on different kinds of plants. Inform the class that some fruits grow on a tree: apples, peaches, and pears. Other fruits grow on bushes: blackberries, blueberries. And some fruits grow on vines: strawberries, kiwi, cantaloupe, and watermelon. Discuss the differences in trees, vines, and bushes.
9. Read *Blueberries for Sal* by Robert McCloskey to the class. Show the class the illustrations in the book. Discuss the characters in the story. Who liked to eat blueberries? Why was Mother picking blueberries?
10. Distribute *Fruit Song* to students. Read the words of the song together. Ask students to identify the rhyming words at the end of the lines. Instruct students to circle the rhyming words at the end of each line. Ask students to read the words of the song together again. What two lines are repeated in each verse? Sing the song!
11. Distribute *Find the Fruit* homework assignment. Students should accompany their parents to the grocery store to collect the names of different fruits in their different forms. Students should be given a week to complete the chart since it will require parental assistance.
12. Instruct the students to line up in random order. Ask students to observe the line. Give directions to rearrange the line in a boy-girl order. Allow time for students to arrange themselves in line so every other person is a boy and every other person is a girl. (If the number of boys and girls is not equal, select an even number of each and direct them to form the line. The remaining students can be observers.) Ask the class to observe the line. How has it changed? Ask student to rearrange the line having all the girls first and all the boys behind the girls. Observe the line. How has it changed?
13. Identify the patterns created by the second and third line up of students. Challenge the class to think of ways they have seen patterns used.
14. Provide *Boxing Up Fruit* and ask students to pack the fruit in the box by following the pattern. Assign students to solve the problems based on the filled box of fruit.

15. Discuss words that could describe different kinds of fruit. Allow time for students to name a few describing words. Write the words on the chalkboard. Stress that using a variety of describing words makes writing more interesting. It would be boring to use the same words over and over again. It is also important to use a variety of describing words when writing because some words have similar meanings but are not the same. Use “big” and “giant” as a comparison. They both mean about the same thing but “giant” means more than just “big.”
16. Distribute *Describing Words* to students. Provide instructions to read the describing words at the bottom of the page and sort them into the categories in the boxes. Allow students to take this activity home for homework.
17. Provide *Variety of Writing* to students. Ask students to notice the variety of fruits in the picture at the top of the page. Assign students to write five sentences on the lines that include a variety of words that describe fruit. Review beginning a sentence with a capital letter and ending a statement with a period. Allow students to color the picture at the top of the page.
18. Compare using a variety of describing words in writing to eating a variety of good foods. It is important to eat a variety of good foods from the five major food groups each day. It makes meals and snacks more interesting. It is also important because even though foods may be grouped in the same food group and are very similar, they are all different. Different foods contain different nutrients and other healthful substances. Ask students to respond to questions:
 - A. How would you like to have the same kind of cereal every morning for breakfast?
 - B. How would you like to have the exact same thing for a snack every day?
 - C. How would you like to have the very same meal in the cafeteria each day?
 - D. How would you like to have the exact same thing every evening for dinner?
19. Divide the class into groups of four. Provide each group a set of Fruit Cards. Ask each group to pretend the fruit on each card is a real piece of fruit. They must divide the twenty fruits into equal groups. Using the fruit cards, challenge each group to determine different ways to divide the cards into equal groups. (They can be divided into four groups of five, five groups of four, ten groups of two, two groups of ten, twenty groups of one, one group of twenty.)
20. Challenge each group to sort and classify the fruits again according to one or more attributes. Give suggestions: size, color, shape, taste, type of seed, and type of plant it grows on.
21. Allow time for groups to report on how they arranged their cards into groups. Discuss how the same fruit could be in more than one group depending on the attribute. For example, a banana could be classified in a “yellow group” or in a “long group” and etc.
22. Ask each group to count the number of fruit cards in each group. Do any groups have an equal number of fruit cards? Which groups have a greater number of cards? Which groups have a number of cards less than other groups?

23. Tell the students that they will be listening to a story that has apples in it. Apples are one kind of fruit. Read *The Giving Tree* by Shel Silverstein to the class. Show the class the illustrations as the story is read aloud. After the story, ask students to name parts of the apple tree that were mentioned in the story: leaves, trunk, branches, apples, trunk, and stump. Discuss the roots of the tree. Why were they not mentioned in the story? Ask students to retell the story in sequential order.
24. Distribute *The Giving Tree Order* and instruct students to read the sentences at the bottom of the page. Students should write the sentences in the order they happened in the story in the boxes. Review and discuss beginning a sentence with a capital letter and ending a statement with a period.
25. Show the class a fruit slicer/corer. Without explaining what it is, ask the class to give possible ways it could be used. Then show them an apple. Allow time for students to make the connection of how the corer can be used with the apple.
26. Demonstrate using the apple corer. The slicer/corer will make eight slices from an apple. Ask the class to determine how many apples will be needed for each student in the class to have an apple slice. Core enough apples for each student to have a slice.
27. Discuss the fruit slicer/corer as a tool that makes slicing and coring apples easier. Core and slice one additional apple using a knife. Which way was easier? Which way was faster? Identify the apple slicer/corer as a capital resource. Capital resources are goods made by people and used to produce other goods and services. Define and discuss goods and services.
28. Cut an apple in half crosswise to expose the core. Notice the star shape that is made by the way the seeds are positioned. Pour a different color of tempera paint in two different plastic coffee can lids. Place one apple half in each of colors of tempera paint. Instruct student in dipping the apple half in the paint and then making apple prints on art paper.
29. Provide the booklet pages for *Get Smart with Apples*. Instruct students to cut apart the sheets on the dotted line and assemble the pages in order to make a booklet. The booklet should be stapled together on the left edge.
30. Divide the class into pairs. Ask each pair of students to read the pages to each other. Lead the class in a discussion of the booklet:
 - A. Define *natural resource* as a gift of nature. Identify a tree as a natural resource. Discuss how apples grow on apple trees. Identify an apple as a fruit of a tree. The seeds for the apple tree are inside the apples.
 - B. Why is honey special in South Dakota?
 - C. Identify cinnamon as a spice. Discuss spices as special flavors added to food to make it taste different or better.

- D. Discuss appropriate measurements for food. Identify *cup* and *teaspoon* as measurements used in the applesauce recipe. What do these measure? Give students choices to determine what these units measure: length, weight, temperature, and volume. After identifying volume as the answer, discuss volume as meaning how much something can hold. What other measurements are used for volume?
- E. Discuss machines and appliances (capital resources) that help us cook. Identify the food blender and stove as capital resources used to prepare applesauce. Allow the class to compare making applesauce with a blender and without a blender. Which way is faster? Which way probably makes smoother applesauce? Why? How difficult would it be to prepare applesauce without a stove?
31. Instruct students to solve the problems in the booklet and make the drawings as directed. Ask the students to look at the cover of the book and identify the “Illustrated by” as meaning the person who draws the pictures in a book. Instruct students to write their names on the blank line to identify themselves as the illustrator of the booklet. (This may take several days to complete and discuss the problems in the booklet.)
32. Allow students to take the booklet home and write the story on page 14 for homework. Encourage students to have their parents help them by checking for capitalization and punctuation in the story. Ask students to read the booklet to their parents and explain the problems in the booklet to their parents.
33. Provide an assortment of spices such as cinnamon, pepper, allspice, cloves, ginger and nutmeg for students to smell. Encourage students to bring spices from home to add to the spice collection. Blindfold students and let them smell the spices. Can they identify cinnamon by smell?
34. Distribute *Making Applesauce*. Read the recipe together and discuss the ingredients. Identify apples as the main ingredient of the recipe. Read the six steps written in the recipe together. Assign students to illustrate each of the steps in the boxes.
35. To review the lesson, play *Musical Fruit*. With music playing, arrange students in a circle and give one student a piece of fruit. Give instructions to pass the fruit to the next person in the circle. Continue passing the fruit until the music stops. When the music stops, the person who is holding the fruit must tell something that has been learned about fruits.
36. Discuss the meaning of *Eat Smart. Play Hard.™ in South Dakota*. Review reasons for making smart choices with meals and snacks. Tell the students that another important habit to develop is getting enough physical activity. Encourage students to think of ways to include at least 60 minutes of physical activity in their day. Allow time for students to discuss their favorite activities.
37. Take the class to the playground to play “Grab the Fruit.” To play the game, divide the class into two groups and instruct each group to form a line facing the other group. The groups should be about fifty feet apart. Assign each student a number according to their place in line. (There will be a “1” on each side, a “2” on each side, and so on as determined by the number of

students.) Place an apple (or other piece of fruit) on the ground between the lines of students. Call out a number. The two students having this number will race for the fruit. The object of the game is to grab the fruit and take it back across the group's line without being tagged by the opponent. If the person who has grabbed the fruit is tagged by a player from the other team, a point is awarded to the other team. Continue playing until all numbers have been called.

EXTENSION ACTIVITIES:

1. Give each student one raisin and one grape. Discuss raisins as *dried* grapes. Discuss fresh fruits and vegetables as a source of water. Ask students to compare the grape and raisin. Lead the class in the conclusion that the difference is that the water is **not** in the raisin.
2. Provide fruit such as apples, bananas or peaches for drying in a food dehydrator. If bananas are used, students can use an egg slicer to slice sections of bananas. Other fruits should be sliced by the teacher and the students can be instructed to count the slices and place them in the racks of a food dehydrator. After the drying is completed, ask students to describe the resulting dried fruit. Emphasis can be placed on the capital resources (machines), such as the egg slicer and food dehydrator. Discuss how capital resources help us each day in food preparation.
3. Using a food dehydrator with a tray liner, pour a thin layer of applesauce on the tray and let it dry until texture is appropriate for making fruit roll ups. Remove the sheet of dried applesauce from the dehydrator and compare the appearance and texture to the original applesauce. Explain that applesauce has water in it. Fruits provide a source of water for the body. When the applesauce is dried, the water is gone. It evaporates into the air. Use plastic knives or a pizza cutter to divide the fruit roll into equal portions for each student. They may roll up their portion to make a fruit roll.
4. Prepare applesauce according to the recipe. Ask students to write the recipe with instructions to double the recipe!
5. Prepare Peanut Butter Apples in class as a snack!
6. Invite the food service director to the classroom to discuss how menus are planned to include fruits. Let the class write thank you letters for the visit.
7. Ask students to keep a log of the fruits they eat for a week. Allow students to share the data with the class.
8. Conduct a capital resource scavenger hunt! Ask students to write the names of capital resources in their homes that are used in food preparation.
9. For more physical activity, take the class outdoors to play *Fruit Toss*. Arrange the students in a large circle and provide a ball for throwing. The ball should be tossed at random from one student to another. When a student has the ball tossed to them, they must name a fruit and then toss the ball to another person. Continue the game until all students have had a turn.

EVALUATION:

Participation

- Did students participate in the fruit guessing game?
- Did students listen attentively to *Blueberries for Sal* and participate in class discussions?
- Did students listen attentively to *The Giving Tree* and participate in class discussions?
- Did students participate in playing *Grab the Fruit* game?
- Did students participate in the apple print art activity?
- Did students assemble and read the *Get Smart with Apples* booklet?
- Did students illustrate the steps to *Making Applesauce*?

Skills/Knowledge

- Did students sing the *Fruit Song* and identify rhyming words and repeated phrases in the lines?
- Were students able to categorize descriptive words for fruit?
- Were students able to recognize the pattern and solve the problems on *Boxing Up Fruit*?
- Did students complete a writing assignment using descriptive words?
- Were students able to accurately complete *The Giving Tree Order*?
- Were students able to solve the problems and complete the activities in *Get Smart with Apples*?

Behavior

- Did students choose to include more fruit and physical activity in their day as determined by the parent survey?

ACKNOWLEDGMENTS:

Nutrition and Your Health: Dietary Guidelines for Americans

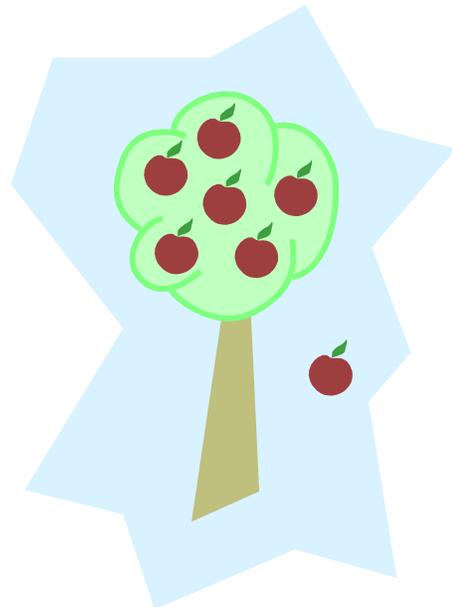
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Superintendent of Documents
Mail Stop: SSOP
Washington, D.C. 20402-9328

Eat Smart. Play Hard.™

USDA Food and Nutrition Service
3101 Park Center Drive RM 1014
Alexandria, VA 22302-9943

A Framework for Teaching Basic Economic Concepts

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036



Dear Parents:

Our class is beginning a study called *Get Smart with Fruit*. We will be learning about different kinds of fruit and how fruit is important in a balanced diet. We will also include some information on the importance of physical activity. It is important that you become part of this study. There are several ways that you can help:

1. Your child has a homework assignment to complete that requires finding the names of different kinds and forms of fruits. A good way to complete this assignment is to take your child with you to the grocery store to find fruit words.
2. Your child will bring home a homework assignment to read words that could describe fruit. Please help your child read the words and complete the activity.
3. Your child will have another homework assignment to write a story about a time when your family was involved in a fun activity. Please edit your child's story. Make sure each sentence begins with a capital letter and has correct end punctuation.
4. Let kids help plan meals and snacks. Take your child with you when you shop for groceries. Let them help choose fruits for meals and snacks.
5. Keep sliced fruit, 100% juice, and dried or fresh fruit on hand.
6. Let your child help you prepare the recipes that your child brings home from school. We will have a recipe for applesauce, apple snacks, and fruit dip.
7. Work with your child to create interesting nutritious fruit combinations!
8. Encourage your child to be active. Good nutrition and physical activity work together.
9. Play with your child. Encourage your family to "Move it" and have fun!
10. Talk to your child about what is learned in this study. Ask about homework. Ask about completed class work. By showing your interest in *Get Smart with Fruit*, you will have a key role in making your child a winner for good health.

The *Dietary Guidelines for Americans* recommend letting the *Food Guide Pyramid* guide your food choices to make sure you get all the nutrients and other substances needed for good health. Most of the daily calories should come from grains, fruits and vegetables, low-fat or non-fat dairy products, and lean meats or meat substitutes. Meals and snacks can include a variety of foods from the five major groups of the *Food Guide Pyramid*:

- Bread, Cereal, Rice & Pasta Group
- Fruit Group
- Vegetable Group
- Milk Group
- Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group

It is important to balance your day with food and play. Healthy eating habits and physical activity work together for better health. Making healthy food choices helps kids to grow, develop, and be ready to learn. Being physically active is fun and helps you feel good, too!

We are looking forward to this study. Thank you for being a part of our learning team!

Sincerely,

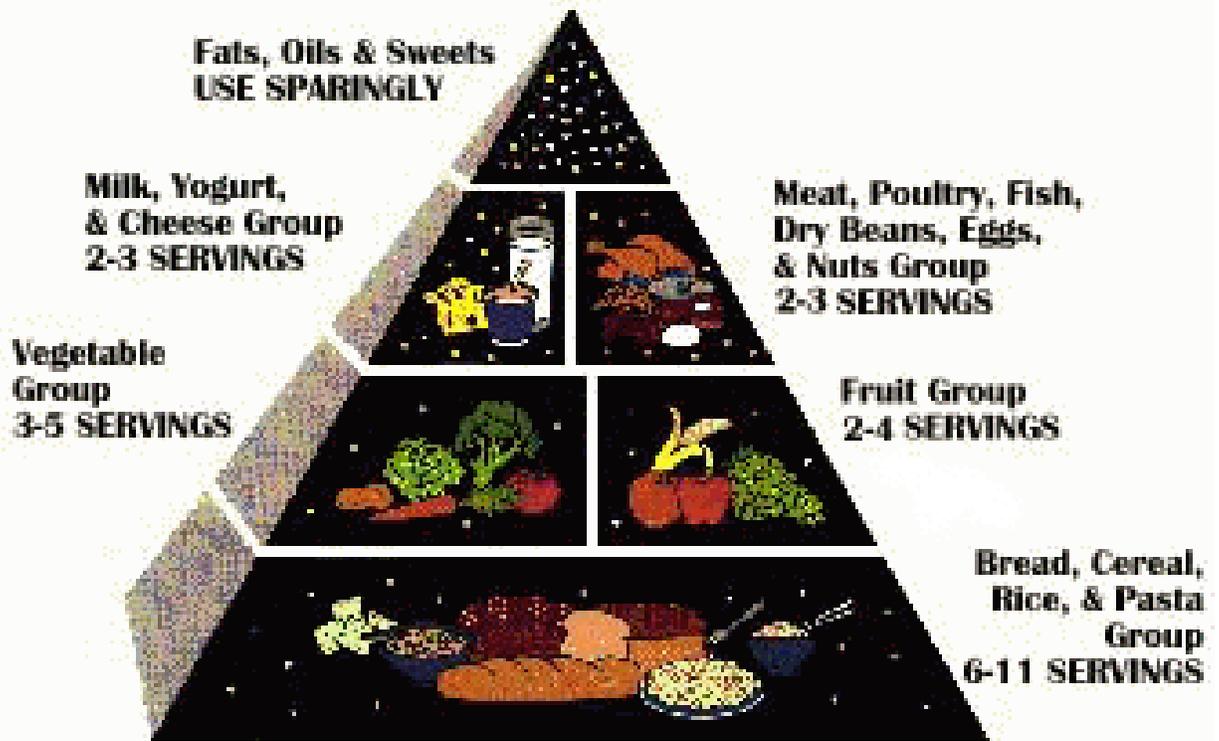
Fruit Cards

GRAPE	BANANA
ORANGE	APPLE
BLUEBERRY	STRAWBERRY
WATERMELON	CANTALOUPE
PEAR	GRAPEFRUIT

APRICOT	LEMON
PLUM	PEACH
BLACKBERRY	KIWI
PRUNE	RAISIN
PINEAPPLE	CHERRY

Food Guide Pyramid

A guide to daily food choices.



Use the Food Guide Pyramid to help you eat better everyday... the Dietary Guidelines way. Start with plenty of Breads, Cereals, Rice, and Pasta; Vegetables; and Fruits. Add two to three servings from the Milk Group and two to three servings from the Meat Group. Each of these food groups provide some, but not all, of the nutrients you need. No one food group is more important than the others—for good health you need them all. Go easy on the fats, oils, and sweets, the foods in the small tip of the Pyramid.

FRUIT SONG

(to the tune of "Skip to my Lou")

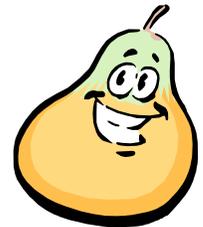
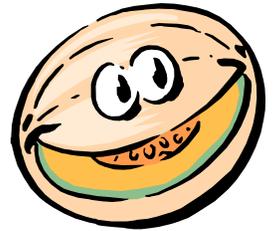
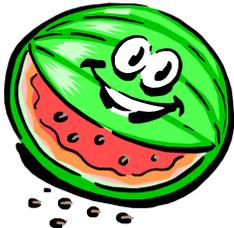
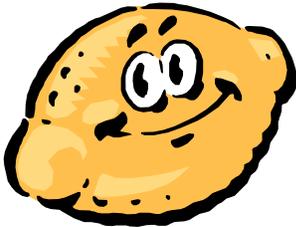
Fruits should be a part of your diet,
They'll make you feel and look just right!
You need two servings every day,
To grow and work and play.

Some fruits give you Vitamin C,
You'll be smart with variety!
You need two servings every day,
To grow and work and play.

Some fruits give you Vitamin A,
Variety is what I say!
You need two servings every day,
To grow and work and play.

Lots of nutrients they provide,
The food groups help me to decide!
You need two servings every day,
To grow and work and play.

Fruit each day, that's the key,
You'll be smart with variety!
You need two servings every day,
To grow and work and play.



FIND THE FRUIT

Directions: Go to the grocery store with your parents. Find the names of six different fruits. Write the name of each fruit in a different box. Draw and color a picture of the fruit in each box. Ask your parent to sign this page when you bring it back to school.

Parent's Signature: _____

BOXING UP FRUIT

Directions: Fill the box with apples and oranges by completing the pattern. Answer the questions after the box is filled. Show your work!

A	O	A	O	A
O	O	O	O	O
A	O	A	O	A
A	O	A	O	A

Jane is packing a box of apples and oranges.

She is arranging them in a pattern.

A stands for apples and O stands for oranges

Can you see the pattern?

Fill the box for Jane by placing an A or an O in the spaces.

1. How many apples will be in the box when it is filled?
2. How many oranges will be in the box when it is filled?
3. How many apples and oranges all together will be in the full box?
4. Are there more apples or oranges in the box?



BOXING UP FRUIT

Directions: Fill the box with apples and oranges by completing the pattern. Answer the questions after the box is filled. Show your work!

A	O	A	O	A
O	O	O	O	O
A	O	A	O	A
O	O	O	O	O
A	O	A	O	A
O	O	O	O	O

Jane is packing a box of fruits and vegetables.

She is arranging them in a pattern.

A stands for fruits and **O** stands for vegetables.

Can you see the pattern?

Fill the box for Jane by placing an **A** or an **O** in the spaces.

1. How many apples will be in the box when it is filled?

9

2. How many oranges will be in the box when it is filled?

21

3. How many apples and oranges all together will be in the full box?

$$6 + 6 + 6 + 6 + 6 = 30 \text{ or } 5 + 5 + 5 + 5 + 5 + 5 = 30$$

4. Are there more apples or oranges in the box?

oranges



DESCRIBING WORDS

Directions: Read the words in the box at the bottom of the page. These words describe something about fruit. Words can describe the size of fruit, how fruit feels, the color of fruit, or the taste of fruit. Write each word in the correct box that tells what it describes.

SIZE	FEELS	COLOR	TASTE

Describing Words:



green	soft	hard	blue
purple	big	rough	smooth
sweet	tart	orange	sour
large	huge	giant	tiny
small	little	red	yellow

DESCRIBING WORDS

Directions: Read the words in the box at the bottom of the page. These words describe something about fruit. Words can describe the size of fruit, how fruit feels, the color of fruit, or the taste of fruit. Write each word in the correct box that tells what it describes.

SIZE	FEELS	COLOR	TASTE
<i>large</i> <i>small</i> <i>big</i> <i>huge</i> <i>little</i> <i>giant</i> <i>tiny</i>	<i>soft</i> <i>hard</i> <i>rough</i> <i>smooth</i>	<i>green</i> <i>purple</i> <i>red</i> <i>orange</i> <i>blue</i> <i>yellow</i>	<i>sweet</i> <i>tart</i> <i>sour</i>

Describing Words:



green	soft	hard	blue
purple	big	rough	smooth
sweet	tart	orange	sour
large	huge	giant	tiny
small	little	red	yellow

THE GIVING TREE ORDER

Directions: Listen to *The Giving Tree*. Some of the things that happened in the story are written in the boxes at the bottom of the page. You must write the sentences in the correct order as they happened in the story in the blank boxes below. Begin each sentence with a capital letter and put a period at the end.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

- he gathered to apples to sell
- he sat on the stump
- the boy would gather her leaves
- he would climb up her trunk
- he would swing from her branches
- he would eat apples
- he cut off the branches to build a house
- the boy cut down the trunk to make a boat



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1. He would gather her leaves.

2. He would climb up her trunk.

3. He would swing from her branches.

4. He would eat apples.

5. He gathered to apples to sell.

6. He cut off the branches to build a house.

7. The boy cut down the trunk to make a boat.

8. He sat on the stump.



GET SMART WITH APPLES

Illustrated by

GET SMART WITH APPLES

Apples grow on trees. A tree is a plant. A tree is called a *natural resource* because it is a gift of nature. An apple is called the *fruit* of a tree. The seeds are inside the apples.

Problem: Draw three apples. Color one apple red. Color one apple yellow. Color one apple green.

Problem: Draw an apple tree. Draw and color red apples on the tree. There must be more than ten but less than twenty apples on the tree. There must be an even number of apples on the tree.

2

There are many kinds of apples. Different kinds of apples have a different taste. Some apples taste sweet. Some apples have a tart taste. Different kinds of apples are different colors.

Problem: Sandra has three green apples, two yellow apples, and four red apples. Write a number sentence that tells how many apples Sandra has in all.

3

"An apple a day keeps the doctor away" is an old saying that means apples help us stay healthy. Apples and other fruits in the "Fruit Group" of the *Food Guide Pyramid* have vitamins. We need vitamins to stay well and healthy. Apples can be a part of breakfast, lunch, dinner, or a snack.

Try a new idea!

Peanut Butter Apples

1. Wash an apple.
2. Cut the apple into four equal parts.
3. Core the apple.
4. Spread each wedge with peanut butter.
5. Eat the peanut butter wedges!

Problem: An apple is cut into four equal parts. If two people share the apple, how many pieces will each person have?

4

Apples are good to eat raw. An apple can also be served with dip to make a smart snack.

Fruit Dip

1 small jar of marshmallow crème
8 ounces of low-fat cream cheese

Mix together and serve with fruit slices.

Problem: You have two apples. You cut each apple into four equal parts to make apple slices. Each slice is one-fourth of the whole apple. Draw the number of slices you will have to serve with fruit dip.

5

Apples are used to make applesauce. Applesauce is good to eat for breakfast, lunch, dinner, or for a snack.

Applesauce

4 apples

$\frac{1}{2}$ cup water

1 teaspoon honey

$\frac{1}{2}$ teaspoon cinnamon

1. Wash and peel the apples.
2. Core and slice the apples.
3. Place apple slices in a pan with $\frac{1}{2}$ cup water.
4. Cook over low heat until apples are soft.
5. Pour cooked apples, honey and cinnamon into a food blender.
6. Turn the blender on high for 30 seconds.
7. Serve the applesauce to your family.

6

Applesauce can be made with honey instead of sugar because honey is sweet. Honey is made by honeybees. South Dakota produces honey. The honeybee is the state insect of South Dakota.

Cinnamon can be used in applesauce to give it a special flavor. Cinnamon is a spice. Spices usually come from plant parts. Cinnamon comes from the bark of a tree. This kind of tree is not grown in the United States so we get cinnamon from other countries.

7

You must know to measure to make applesauce. You use a teaspoon to measure when you need a small amount of something. A cup is used to measure a larger amount than a teaspoon. The amount that something holds is called the *volume*.

Problem: If you measure the amount of apple juice you drink for breakfast, would you use a teaspoon or a cup? Explain your answer.

8

Applesauce is a *good*. A good is something that you can see or touch that is produced because people want it. Goods are made from natural resources. They are made by people who are called *human resources*. Draw yourself making applesauce.

I am a human resource.

9

The blender used to make applesauce is called a *capital resource*. The stove that is used to cook applesauce is a capital resource. A capital resource is something made by people that is used to produce other goods and services.

Problem: Draw two capital resources used to prepare applesauce.

10

When you set the table and serve applesauce to your family, you are producing a *service*. A service is an activity that satisfies people's wants.

Problem: Set the table for your family to enjoy applesauce. Put one bowl for each person in your family on the table. Put a napkin on the left side of each bowl. Place a spoon on the right of each bowl. Make a drawing to show what the table looks like.

11

We need to eat apples and other fruits. Fruits help keep us from getting many diseases. There are many kinds of fruits. Fruit may be fresh, frozen, canned, dried, or made into juice. Most people do not eat enough fruit.

Problem: You have four oranges, five strawberries, and six pears. Write a number sentence that tells how many pieces of fruit you have in all.

12

Food and activity work together for better health. Healthy foods helps kids grow, develop, and be ready to learn. Being physically active is fun and helps you feel good, too!

Problem: You need about one hour of physical activity each day. How many hours of physical activity will you need in one week?

13

Write a story about a time when you and your family were playing a game together.

14

Problem: Your family is going on a picnic. You are going to take one apple for each person going on the picnic. How many apples will you take?

Draw and color the apples.

15

Answer Key

Page 3

Problem: Sandra has three green apples, two yellow apples, and four red apples. Write a number sentence that tells how many apples Sandra has in all.

3+2+4=9 apples in all.

Page 4

Problem: An apple is cut into four equal parts. If two people share the apple, how many pieces will each person have?

2 pieces each

Page 5

Problem: You have two apples. You cut each apple into four equal parts to make apple slices. Each slice is one-fourth of the whole apple. Draw the number of slices you will have to serve with fruit dip.

8 slices

Page 12

Problem: You have four oranges, five strawberries, and six pears. Write a number sentence that tells how many pieces of fruit you have in all.

4+5+6=15 pieces in all.

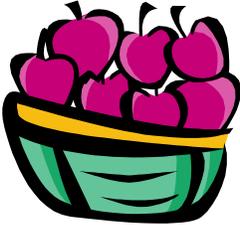
Page 13

Problem: you need about one hour of physical activity each day. How many hours of physical activity will you need in one week?

7 hours

MAKING APPLESAUCE

Directions: Read the recipe for applesauce. There are six steps given to make the applesauce. Draw a picture of each step in the boxes at the bottom of the page.

Applesauce	
4 apples $\frac{1}{2}$ cup water 1 teaspoon honey $\frac{1}{2}$ teaspoon cinnamon	
<ol style="list-style-type: none">1. Wash and peel the apples.2. Core and slice the apples.3. Place apple slices in a pan with $\frac{1}{2}$ cup water.4. Cook over low heat until apples are soft.5. Pour cooked apples into a food blender.6. Add the honey and cinnamon to the blender and blend for 30 seconds.	

1.	2.	3.
4.	5.	6.

Parent Survey

Our class has completed a unit that has emphasized the importance of fruit in a balanced diet. We have also included some information on the importance of being physically active. We would appreciate you helping us determine the success of our *Get Smart with Fruit* unit by completing this survey. Please complete the survey and return it to school with your child.

Please write *yes*, *no*, or *maybe* in the blank before each statement.

At the end of *Get Smart with Fruit* unit of study, I have noticed the following changes:

- _____ 1. My child has talked to me about fruit for meals and snacks.
- _____ 2. I have seen some changes in the eating habits of my child.
- _____ 3. My child has mentioned the food groups of the *Food Guide Pyramid*.
- _____ 4. My child has been interested in school.
- _____ 5. My child has shown me homework activities.
- _____ 6. My child has paid more attention to what we eat at home.
- _____ 7. My child has shown more concern for physical activity.
- _____ 8. My child has expressed an interest in planning or shopping for food.
- _____ 9. My child has shared information with me that has been part of the study.
- _____ 10. I would recommend *Get Smart with Fruit* for other first grade classes.

Comments: